

Chapter Three

How effectively does Canada's Charter of Rights and Freedoms protect your individual rights?

CHAPTER OVERVIEW

Chapter 3 explores the Canadian Charter of Rights and Freedoms and its impact on individual rights, legislation and governance. This teaching resource outlines activities, readings and explorations to help students draw conclusions about the relationship between the Charter's underlying values and governance in Canada. Students will examine and evaluate the Charter, using case studies of individuals who have exercised their individual rights in society and the workplace.

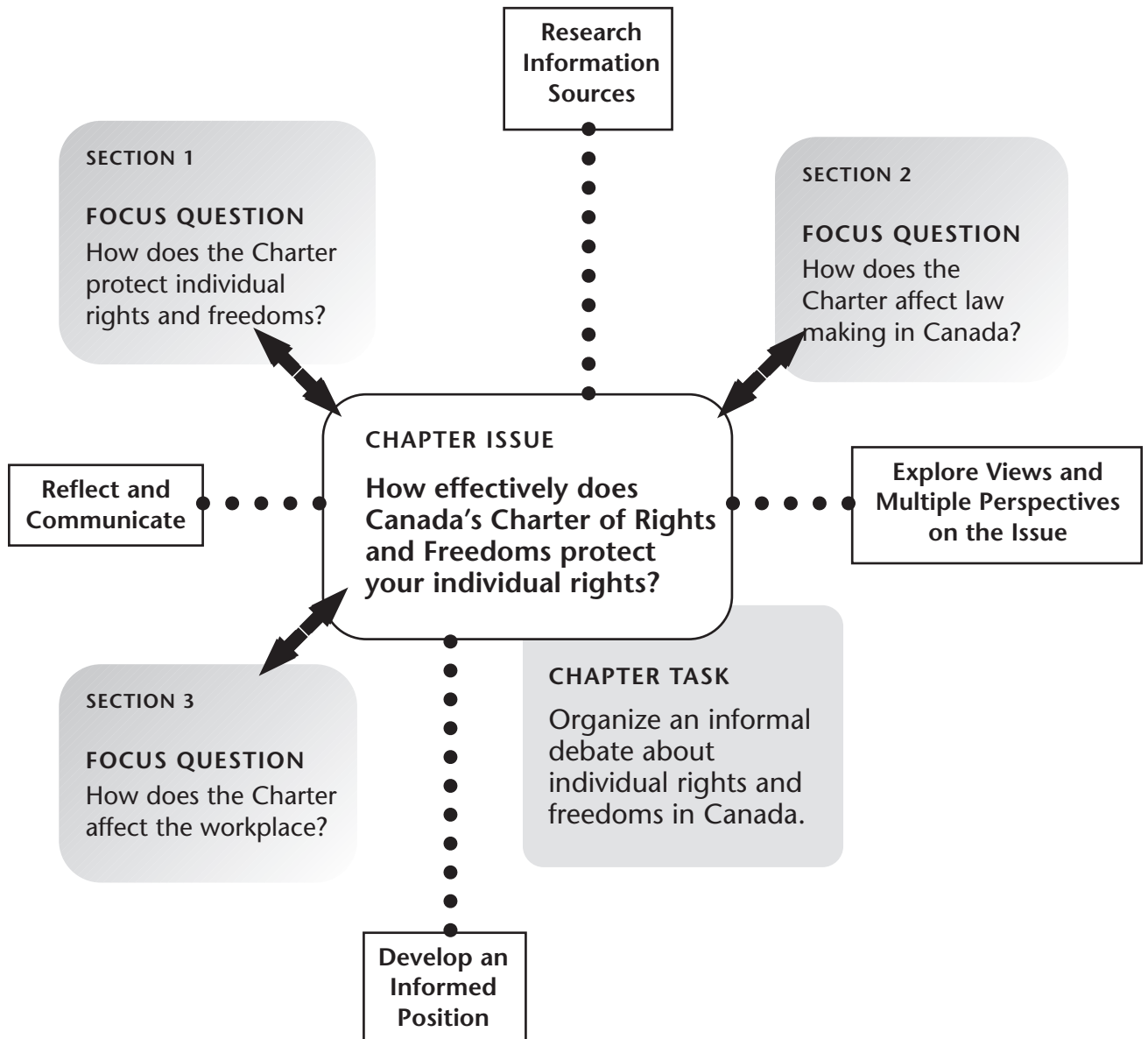
Using the student book as a primary source and the teaching resource for added ideas and support, teachers will guide students towards an informed response to the chapter issue question, *"How effectively does Canada's Charter of Rights and Freedoms protect your individual rights?"* This section of the teaching resource also calls upon students to perform their own research (teacher assisted, if necessary). The focus questions, key questions and activities in the resources will guide their inquiry.

The readings and related activities in the teaching resource and student book will introduce and develop these skills:

- Analyzing information, views and perspectives on issues related to individual rights and freedoms in Canada.
- Distinguishing and analyzing the causes and effects that past government actions had on individual rights and freedoms, and how those actions impact citizenship, identity and quality of life today.
- Identifying decision-making strategies, by analyzing scenarios where individuals decided to take action to exercise their individual rights under the Charter.
- Integrating and synthesizing concepts, views and perspectives to provide an informed point of view about how the Charter impacts the workplace.
- Defending an informed response to the chapter task and chapter issue using different formats such as debates, written reports or visuals.
- Communicating in an engaging manner when informally debating issues related to the Charter and individual rights and freedoms in Canada today.

CURRICULUM OUTCOME CORRELATION CHART	
Values and Attitudes	
9.1.1	appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)
9.1.2	appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)
9.1.3	appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)
Knowledge and Understanding	
9.1.4	examine the structure of Canada’s federal political system by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> • To what extent do political and legislative processes meet the needs of all Canadians?
9.1.6	critically assess the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> • In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada? (PADM, I) • How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights? (PADM, C, I) • In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the workplace (i.e., issues of gender, age, race, religion)? (PADM, I, C) • What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens? (PADM, C)
9.2.3	appreciate the impact of government decision making on quality of life (C, CC, PADM)
9.2.5	critically assess the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> • What are the indicators of quality of life? (PADM, ER)
Skills and Processes	
See the detailed skills and processes chart on pages 22–24 of the Overview of this teaching resource. Choose the skills you wish to emphasize for each chapter.	
Grade 9 Benchmark Skills—see the detailed Benchmark Skills chart on page 30 of the Overview of this teaching resource	
9.S.2	Historical Thinking <ul style="list-style-type: none"> • Analyze selected issues and problems from the past, placing people and events in a context of time and place.
9.S.4	Decision Making and Problem Solving <ul style="list-style-type: none"> • Take appropriate action and initiative, when required, in decision-making and problem-solving scenarios
9.S.8	Oral, Written and Visual Literacy <ul style="list-style-type: none"> • Communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration.

CHAPTER INQUIRY AT A GLANCE



SUGGESTED LESSON SEQUENCE

LESSON ACTIVITIES	STUDENT BOOK REFERENCES	INSTRUCTIONAL TIME	LESSON MATERIALS	ASSESSMENT TOOLS	SUPPORT MATERIALS
CHAPTER OPENER ACTIVITIES					
Introduction	Page 88	1 period		Handout 3–1: Teacher Assessment Checklist for Student Learning: Knowledge and Understanding Handout 3–2: Teacher Assessment Checklist for Student Learning: Skills and Processes	
Introduce the Chapter Issue	Page 88	1 period	Handout G–1: Exploring the Chapter Issue		
Chapter Opener Visual	Pages 88–89	1 period	Chart paper, markers, scissors		
Explore the Vocabulary	Pages 96 and 113	Ongoing			
INTRODUCE THE CHAPTER TASK					
Setting Up the Task	Pages 90–91	1 period and ongoing	Handout 3–4: Chapter 3 Task: Let’s get started!	Handout 3–3: Self-Assessment Checklist: Skillful Decision Making and Problem Solving	
Researching the Task	Pages 110–111	3–5 periods	Handout 3–5: Steps to Skillful Decision Making and Problem Solving		
Creating and Reflecting on the Task	Page 116	3–5 periods	Handout 3–6: Organizer for Preparing an Informal Debate	Handout 3–7: Assessment Rubric: Chapter 3 Task: Participate in an Informal Debate Handout 3–8: Reflecting on the Task	Skills Centre, page 372: Tips for Debates

LESSON ACTIVITIES	STUDENT BOOK REFERENCES	INSTRUCTIONAL TIME	LESSON MATERIALS	ASSESSMENT TOOLS	SUPPORT MATERIALS
SECTION 1: HOW DOES THE CHARTER PROTECT INDIVIDUAL RIGHTS AND FREEDOMS?					
SETTING UP THE SECTION Getting Started	Page 92	1 period			
EXPLORING THE SECTION					
Working with the Comic	Pages 93–95	1 period			
What is the Charter of Rights and Freedoms?	Pages 96–98	1– 2 periods			Teacher Backgrounder B–13: Charter of Rights and Freedoms
Exploring the Questions	Page 96	1 period			
Exploring Democratic Ideals	Page 98	1 period			
Connect to the Big Ideas	Page 98	1–2 periods			
Profile: Diversity and Students for Change	Page 99	1–3 periods			Skills Centre, pages 353–355: Age-Appropriate Behaviour for Social Involvement
What does the Charter reflect about today’s society compared to the past?	Pages 100–103	3–4 periods			Teacher Backgrounder B–14: Role of Women Teacher Backgrounder B–15: Internment
How to Analyze Cause and Effect	Page 104	1–2 periods	Handout 3–9: How to Analyze Cause and Effect	Handout 3–10: Assessment Rubric: Explaining Cause and Effect	Skills Centre, page 342: Organizing Historical Events Teacher Backgrounder B–22: Protocol for First Nations, Métis and Inuit Elders
LOOKING BACK ON THE SECTION		1 period			

LESSON ACTIVITIES	STUDENT BOOK REFERENCES	INSTRUCTIONAL TIME	LESSON MATERIALS	ASSESSMENT TOOLS	SUPPORT MATERIALS
SECTION 2: HOW DOES THE CHARTER AFFECT LAW MAKING IN CANADA?					
SETTING UP THE SECTION Getting Started	Page 105	1 period			
EXPLORING THE SECTION					
Examples of Citizens Exercising Their Rights	Pages 105–109	2 periods			
Exploring the Questions	Pages 105–109	2 periods			
Spot and Respond to the Issue	Page 108	2 periods			
Connect to the Big Ideas	Page 109	1–2 periods			
LOOKING BACK ON THE SECTION		1 period			
SECTION 3: HOW DOES THE CHARTER AFFECT THE WORKPLACE?					
SETTING UP THE SECTION Getting Started	Page 112	1 period			
EXPLORING THE SECTION					
On the Job with the Charter of Rights and Freedoms	Pages 113–114	1–2 periods			
Connecting with Citizenship, Identity and Quality of Life	Page 114	1 period			
Do people have the right to work without facing discrimination based on their age?	Page 115	1 period			
Connect to the Big Ideas	Page 115	1–2 periods			
LOOKING BACK ON THE SECTION		1 period			
CHAPTER 3 REVIEW					
Summarize the Big Ideas		1 period	Handout 3–11: Chapter Analysis		
Chapter Review Activities	Page 117	2–4 periods		Handout G–6: Assessment Rubric Template	

ADDITIONAL COMMENTS

- The instructional time for each lesson is an estimate based on a 50-minute period.
- Choose from suggested activities, making decisions based on the needs of students; teachers do not need to attempt every activity in order to complete the outcomes from the program of studies.
- Refer to the Curriculum Congruence Chart on pages 18–24 for a complete list of general and specific outcomes, and skills and practices, for this chapter.
- Suggested student responses to the blue, Critical Thinking Challenge, Think Critically, and Connect to the Big Ideas questions can be found in the Appendix on page 369 of this teaching resource.
- Check out the “**Links@Nelson**” Student and Teacher Centres at the Nelson website for resources to support the chapter activities. The site includes modifiable versions of all the handouts.
- Activities in the teacher notes in each chapter walk you through one way of approaching teaching the contents of the student book. The simulations provide alternate teaching activities designed to help apply the learning from the two general outcomes and issues from the grade 9 program of studies.

CHAPTER OPENER ACTIVITIES

SECTION OVERVIEW

Teachers can choose from one or more of the following activities to introduce the concepts of fairness and equity to students.

Introduction (Page 88)

- Page 88 expands on the key concept of governance and rights introduced in Chapter 1. Teachers can choose one of the activities below to explore these ideas with students:
 - Use a **Think-Pair-Share** strategy (see page 49 of this teaching resource) after writing the following question on the board: “What is the difference between a right and a freedom?” Possible responses: “A right is something that society gives you. A freedom is something that no one can take away, like the freedom to believe what you want.” Extend the discussion by brainstorming a list of basic rights and how each would affect quality of life if it were taken away.
 - In small groups or as a class, students can create personal charters for home or school, to get a sense of what rights are important, how rights are shared, and what happens when rights are taken away. They can share their charters on chart paper or in slide presentations.
 - Have students locate and compare and contrast the rights included in the UN’s *Convention on the Rights of the Child* and *Universal Declaration of Human Rights* with those included in the Charter—are there any universals? Have them also research recent Charter challenges with a view to collective rights and the rights of an individual. What categories of challenges are most likely to be upheld?

LINKS@NELSON

A Summary of United Nations Agreements on Human Rights



CONSIDERATIONS AND CAUTIONS

Clarify for students that the terms *rights* and *freedoms* are often used interchangeably, but mean slightly different things. Explain:

- A *right* refers to the things that we deserve as human beings (e.g., the right to clean water, food, shelter, reasonable access to health care). *Legal rights* are more specific, and refer to rights secured by law, which cannot be denied from one situation to the next. In Canada, all citizens have a legal duty to respect the legal rights of others. If citizens feel their legal rights are being violated, they can turn to the law to ensure their rights are respected.
 - A *freedom* implies that no one will interfere with what you want to do. No one is obligated to ensure that your freedoms are not being violated. The government has a responsibility to ensure that legal rights do not unjustifiably limit your freedoms.
 - In Canada, the Charter of Rights and Freedoms protects, affirms, and restricts individual and collective rights and freedoms.
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ASSESSMENT OPPORTUNITY

Conduct ongoing assessment for learning as students work through the chapter. Use the checklists on **Handout 3–1** and **Handout 3–2**. You may also choose to create student-friendly self-assessment versions of the forms to involve students in their own assessment. Conference with students to discuss areas of strength and areas to improve upon.

LINKS@NELSON

Your Guide to the
Canadian Charter of
Rights and Freedoms



Introduce the Chapter Issue (Page 88)

- Refer students to the chapter issue question, “*How effectively does Canada’s Charter of Rights and Freedoms protect your individual rights?*” In this chapter, students will explore how the Charter protects individual rights. They will evaluate examples of individuals who used the Charter to challenge government decisions that infringed upon their rights.
- Have students brainstorm for the criteria they will use to evaluate the Charter’s effectiveness in protecting individual rights. Ask, “What things would you look for?” Examples include:
 - Government decisions respect the individual rights of all citizens.
 - Citizens have effective ways to stand up for their individual rights.
 - The government maintains the good of society, such as public order and public safety.
- Introduce the organizer on **Handout G–1** to help students organize their research as they work through the chapter.

Chapter Opener Visual (Pages 88–89)

- Use a **Jigsaw** strategy (see page 50 of this teaching resource) to explore and analyze the visuals on pages 88–89 to access prior understanding about rights and freedoms. In their expert groups, have students analyze one of the pictures, discuss the caption question, and write an expert group response. Then, have them share these with their home groups.

Explore the Vocabulary (Pages 96 and 113)

- Students can create an **electronic dictionary** (see page 40 of this teaching resource) of definitions, related illustrations and web links of key terms and concepts from the chapter. They can include this glossary as part of a database in the school’s student-sharing folder.

INTRODUCE THE CHAPTER TASK

SETTING UP THE TASK

The Chapter 3 task invites students to prepare for an informal debate on what they believe to be the most important Charter issue affecting individual rights and freedoms today. Students will need to apply their understanding of the Charter and cite examples, from the student book and their own research, of cases where the Charter was used to affirm individual rights.

The informal debate should include:

- An understanding of how the Charter fosters recognition of individual rights in Canada.
- Examples of Charter cases, the issues, and the multiple perspectives involved.
- The decision-making process used by individuals who challenged the Charter.

Introducing the Task (Page 90)

- Explain that students will prepare an informal debate for role-play of a media broadcast. Emphasize that they will be practising and applying the skill of decision making and problem solving by examining situations where individuals have chosen to exercise their individual rights. Remind them that, as part of their response, they will demonstrate their knowledge of how the Charter fosters and protects individual rights in Canada.
- Introduce **Handout 3–3** to help students self-assess the skills required for the task. Before they begin the task, invite them to evaluate how well they currently use and apply each skill. At the end of the task, have them refer back to the handout to reflect on how they used and developed these skills.



Based on the photographs below, how do rights and freedoms affect citizenship, identity and quality of life?

Photograph 1: What would your life be like if you couldn’t join other people in projects, events and activities of your choosing?

Photograph 2: In what way might these laws affect your quality of life? When is it okay for laws to restrict people’s choices?

Photograph 3: What rights and freedoms do you expect to have, as a citizen of Canada? To what extent do individual rights build a society that includes you and others?

Photograph 4: What responsibilities come with these rights? What’s the connection between the right to representation in government and your identity?

TIP FOR DIFFERENTIATED INSTRUCTION

By this point, most students should be familiar with the routine of researching a chapter task. For those who require more assistance, frequently pair written instructions with oral instructions, and have students repeat the instructions (to you or to another student), and clarify any remaining questions.

Let's get started! (Page 91)

- Introduce **Handout 3–4**, which includes a template of the chart on page 91. As students read the chapter, have them record examples of problems/issues related to protecting and restricting individual rights and freedoms, and of ways people used the Charter to exercise their rights.
- Afterwards, have students choose one issue to present and respond to in their debate.

RESEARCHING THE TASK

Task Alert! Skillful Decision Making and Problem Solving (Pages 110–111)

- Model the skill by having students brainstorm the strategies they use when making a decision or solving a problem. Ask, “What steps do you follow when making a decision? What information do you need to solve a problem?” Students can make webs or point-form lists in their notebooks, or the teacher can compile them on chart paper or on the board.
- Alone or with a small group, have students apply the steps to skillful decision making and problem solving (outlined on page 111) to deconstruct the scenarios on the page. Refer to **Handout 3–5**.

CREATING AND REFLECTING ON THE TASK

Task Alert! Wrapping Up Your Task (Page 116)

- Page 116 helps students wrap up their task and prepare the informal debate. Students will need **Handout 3–4**, which they began on page 91. Using the handout, students select one of the issues they researched and use it to formulate a position on the chapter task question, “***What do you believe is the most important Charter issue affecting individual rights and freedoms in Canada today?***” Students can use **Handout 3–6** to help organize and prepare for the debate.

Creating the Product (Page 116)

- Brainstorm what to look for in an effective debater. Possible responses include: presents a strong position that clearly answers the question, supports position with strong facts and evidence, or listens respectfully. Students can also refer to Tips for Successful Debates on page 116 and the **Skills Centre** on page 372.
- Introduce the assessment rubric on **Handout 3–7** so students will know what to aim for as they prepare for the debate. Introduce the formats for informal debates found on page 116. The teacher or students can select a format for the informal debate.

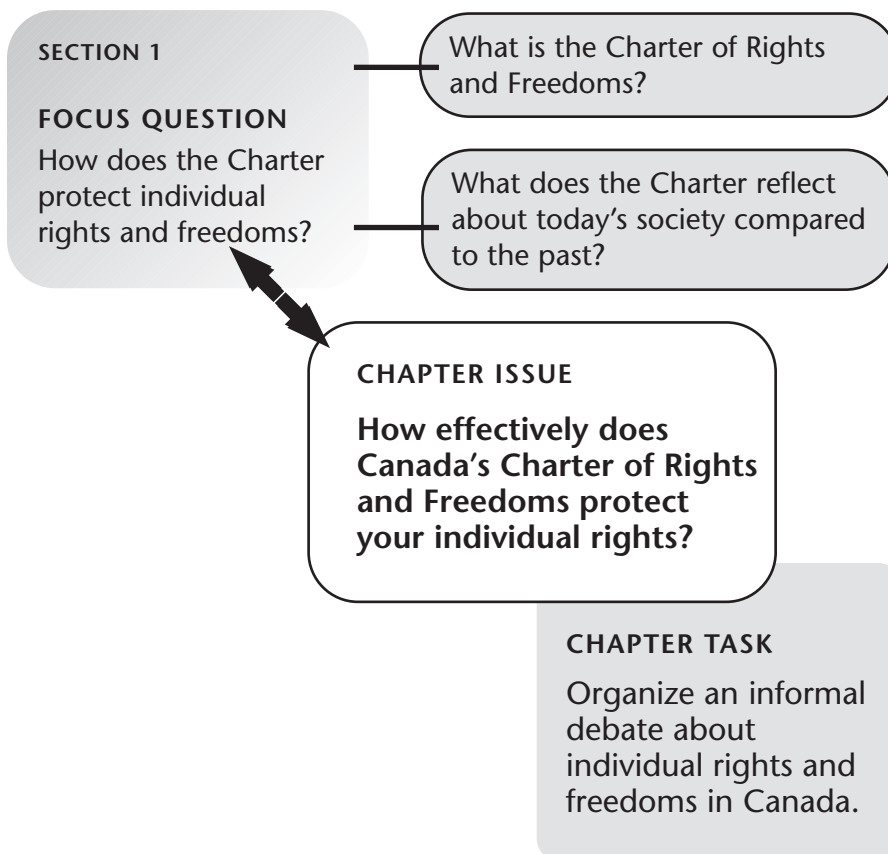
Sharing and Reflecting on the Task

- Give students time to organize the materials they need to defend their position. The teacher can facilitate the debate, providing enough time for students to share their position and evidence. Afterwards, have students reflect on the task and set goals for learning. They can use **Handout 3–8** to help formulate their thoughts. Students can also refer back to the self-assessment they began on **Handout 3–4** to reflect on the skills they applied.

SECTION 1—HOW DOES THE CHARTER PROTECT INDIVIDUAL RIGHTS AND FREEDOMS?

SECTION OVERVIEW

Section 1 introduces the Canadian Charter of Rights and Freedoms. Students will apply their knowledge of the Charter to examples from the past in order to understand how Canada’s protection of rights and freedoms has evolved over time.



CONSIDERATIONS AND CAUTIONS

Teachers or the class can choose an informal debate format listed on page 116. The teacher can act as facilitator or, to better observe student interaction and responses, invite another teacher, administrator or guest to facilitate.

TIP FOR DIFFERENTIATED INSTRUCTION

More advanced students may be ready to participate in a formal debate. For information about conducting formal debates, contact the Alberta Speech and Debate association.

LINKS@NELSON

Alberta Speech and Debate Association



LINKS@NELSON

The Canadian Charter
of Rights and Freedoms
Your Guide to the Charter



To what extent
should individual
rights and
freedoms be protected in
society? Which speaker
do you agree with most?
Why?

SETTING UP THE SECTION

Getting Started (Page 92)

- Use a **KWL chart** (see page 38 of this teaching resource) to identify what students already know about the Charter. They can draw charts in their notebooks and use them to identify questions they have, and to collect facts and ideas as they read the section. At the end of the section, have them fill in what they learned and share with a partner.

EXPLORING THE SECTION

Working with the Comic (Pages 93–95)

- Alone or in pairs, have students read the comic “Crossing the Line.” As they read, have students list what they discover about issues related to the Charter and individual rights and freedoms. Then, have them write or sketch a personal response to the question on page 95. Extend the activity by having them imagine, write down and share two or three other views that speakers might express in the comic.

What is the Charter of Rights and Freedoms? (Pages 96–98)

- In pairs or alone, students can create a **mind map** (see page 53 of this teaching resource) illustrating the Charter. Encourage them to include real-life examples of each of the rights and freedoms in the Charter. They can use illustrations, key words and phrases to show how the rights and freedoms are connected. As an option, students can create a computer-generated mind map. Students then use their mind maps to explain the Charter to a partner or small group.

Exploring the Questions (Page 96)

- Use a **reflective journaling** technique (see page 46 of this teaching resource) to help students make connections between what they learned about the judicial system in Chapter 1 and the quote by Jean Chrétien on page 96. Afterwards, they can write a personal response to each question and share with a partner or the class.

QUOTE, PHRASE, OR KEY WORD

“In a free and democratic society,
it is important that citizens know exactly
what their rights and freedoms are.”

REFLECTION

I never knew how
important this is until now.



How does the
Charter connect
to what you
learned about the judicial
branch in Chapter 1?



According to Jean
Chrétien, why is it
important to
enshrine the Charter in
the constitution?
Do you agree or disagree
with his statement?

Exploring Democratic Ideals (Page 98)

- Use a **numbered heads strategy** (page 50 of this teaching resource) to explore the questions on page 98. Individually, students think about and write a response to the questions. Then, in small groups, they share their responses. Together, they collaborate to create a group response that can be shared with the class. Encourage each group to write and illustrate or sketch its response on chart paper.

Connect to the Big Ideas (Page 98)

- Choose one or both of the Connect to the Big Ideas activities on page 98 to enrich and extend student understanding about citizenship, identity and rights and responsibilities.

Profile Diversity and Students for Change (Page 99)

- The profile on page 99 models an example of social participation as a democratic practice. After reading the profile, have students work in small groups (choose a **grouping strategy** from page 49 of this teaching resource) or their home groups to brainstorm ideas for ways to make a difference to their school community (e.g., begin a recycling program, fundraise for a local charity, host a panel on racism). Then have them choose one idea that they could develop and implement at the school. Students can use one of the ideas about social involvement on pages 353–355 of the **Skills Centre**.

What does the Charter reflect about today's society compared to the past? (Pages 100–103)

- Choose one of the activities below to engage students with the information.
 - Use a **Reciprocal Questioning** strategy (see page 50 of this teaching resource) to help students gather information from these pages. Students can share their questions and responses in pairs or with the class. Teachers can monitor student responses, clarify areas of misunderstanding, and answer additional questions. Afterwards, have them continue to work with a partner to respond to the Critical Thinking Challenge and blue questions on the pages.
 - Have students research one of the examples. They can use the Critical Thinking Challenge and blue questions to guide the inquiry. Students can choose a **presentation format** (see pages 31–32 of this teaching resource) to summarize and share their findings with others.

First Nations and the Indian Act (Page 100)



How did the Indian Act restrict the rights and freedoms of First Nations people?

Canadian Women and the Right to Vote (Page 101)



What attitudes does the Charter reflect towards women today?



To what extent is voting a responsibility as well as a right, in your opinion?



What does a free and democratic society mean to you?



What's the relationship between a free and democratic society and respect for individual rights?



What are the goals of Diversity and Students for Change?



What sections of the Charter connect with these goals?

The Internment of Ukrainian, Italian and Japanese Canadians (Pages 102–103)

LINKS@NELSON

Indian Act—Bill C-31
Women's Rights
Women's Suffrage
Right to Vote Activist—
Nellie McLung
Internment of Ukrainians in
Canada
Italian Internment
Japanese Internment



A prejudice is a “pre-judgement.” How do prejudices affect the identity of individuals and groups? Consider to what extent the Charter can protect people from prejudice.



Based on the values and attitudes in the Charter, why did Canada's government apologize to Japanese Canadians?

CONSIDERATIONS AND CAUTIONS

Pages 100–103 introduce students to the skill of analyzing historical context. Prior to reading the section, have students read the Did You Know? on page 101. Encourage students to analyze historical context as they read the section.

Students should understand that these internments have occurred more than once in Canadian history and that these events could be considered by some to be examples of institutionalized racism—acts of prejudice committed by institutions such as governments, presumably for the common good. Have students consider whether these events have been resolved. If so, how? If not, why?

TIP FOR DIFFERENTIATED INSTRUCTION

Have advanced students conduct more in-depth research on one aspect of one of the examples. To extend the research, students can invite a guest speaker on one of the topics. If inviting an Elder, refer to **Teacher Backgrounder B-22** about Elder protocol.

HOW TO ANALYZE CAUSE AND EFFECT

Introduce the Skill (Page 104)

- Tell students, “Think of a time when something happened and you wondered why it happened.” For example, “I got a low mark on a test and I wondered why. I got sick and wondered what made me feel so bad.” Give them a few minutes to think about the question and write down their responses. Invite them to share their responses in pairs or as a class.
- Explain that when you wonder why something happened, you are often trying to understand how it affected you. Further explain that, by exploring the causes and effects of events in history and their context, we can better understand issues that can affect quality of life, citizenship and identity today.
- Brainstorm examples of events, from everyday situations to current stories in the news, or other well-known events such as the attacks on September 11 or the 1987 Edmonton tornado. Using one or two

examples as a model, examine the causes of the event and its intended or unintended effects. Create a cause-and-effect chart on the board illustrating the connection between the causes and each effect. Discuss these, coaching students to think more broadly about the event, the people involved, and the multiple consequences on our worldview. Refer to the **Skills Centre** on page 365 of the student book or page 46 of this teaching resource for examples of cause-and-effect charts.

- Have students work in pairs, using one of the events listed on the board or an example of their own, to analyze an event's causes and effects. Electronically, with chart paper and markers, or with pen and paper, they can create their own chart illustrating the causes and effects and share it with the class.

Model and Practise the Skill (Page 104)

- Students will review the skill of explaining cause and effect in understanding the impact of government legislation on individuals and groups. Students can use **Handout 3–9** to help them understand the causes and effects of legislation in Canada's past.

Use Your Skills (Page 104)

- For the activity on page 104, students will identify the historical context of events from the chapter, and explain their relationship to the Charter of Rights and Freedoms today.
- Introduce the assessment rubric for the activity on **Handout 3–10** and review the criteria for the activity. Students will take one example from the chapter (e.g., the Indian Act, women's rights legislation) and create a visual (e.g., diagram, chart, poster) to illustrate its causes and effects, and to summarize their conclusions of its significance to the intent of the Charter.

LOOKING BACK ON THE SECTION

- Students can refer back to the KWL chart they began at the beginning of the section and summarize their findings. Have them combine their KWL chart and findings with a partner's and together create a visual or short speech representing their summaries.

Differentiating Instruction

Consider these activities for students who require additional enrichment or may benefit from an alternative approach.

- Create a rap reflecting the Charter, with examples illustrating the clauses and how the Charter impacts citizenship and identity in Canada today.
- Role-play a situation where an individual's rights have been violated.
- Write, illustrate and publish the Charter in kid-friendly terms for local Grade 6 classes.

CONSIDERATIONS AND CAUTIONS

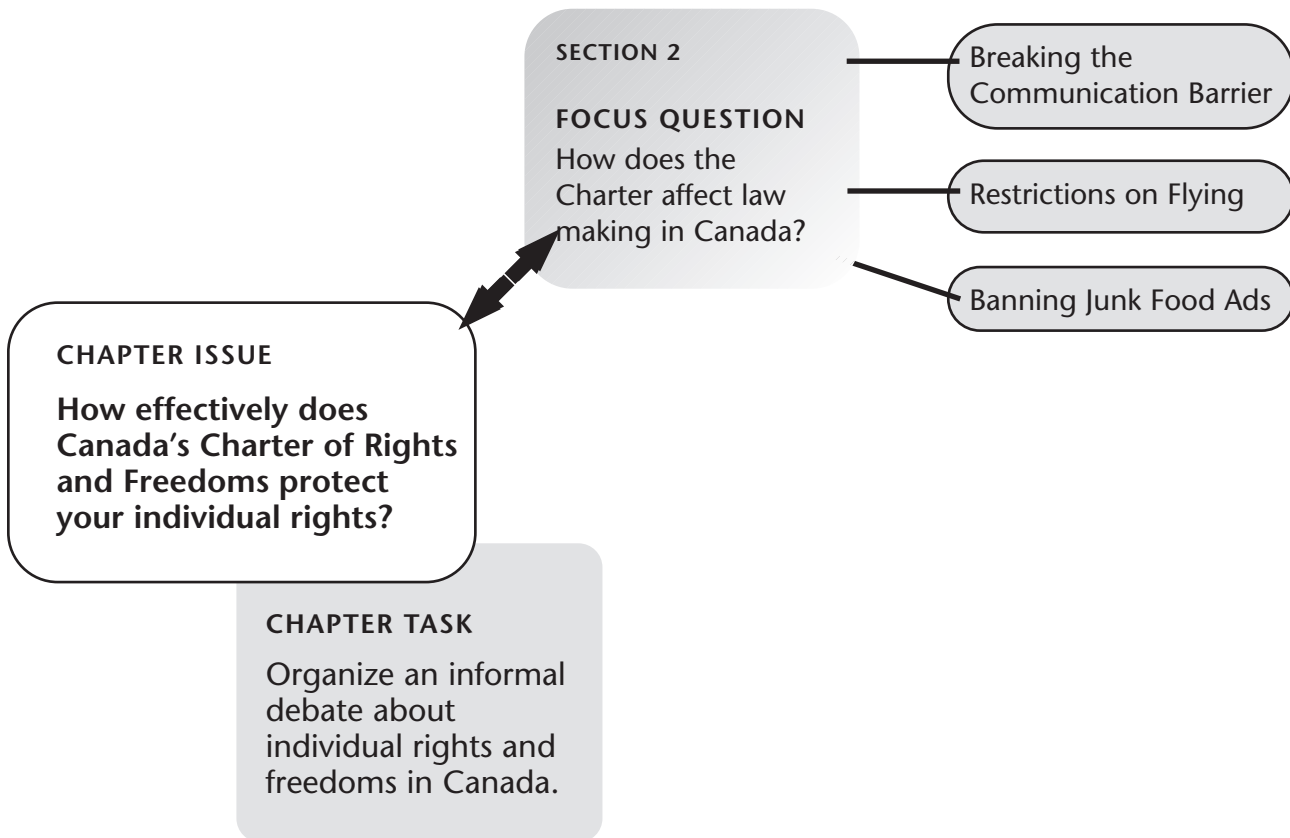
For this activity, students need to think more carefully and broadly about cause and effect. For example, they need to be reminded that wider influences (individuals, groups, ideas, issues and events) created consequences that shaped history. They need to understand that some acts are intended to bring about change in society, while others bring about unintentional change.

Also, students need to know that events usually have several causes and more than one consequence, and often involve underlying factors that aren't immediately evident. Students should appreciate individuals and minorities who may have influenced historical events, but whose contributions weren't recognized at the time.

SECTION 2—HOW DOES THE CHARTER AFFECT LAW MAKING IN CANADA?

SECTION OVERVIEW

In Section 2, students analyze actual cases where the Charter has been used to affirm individual rights. Using these examples, they will determine what makes people decide to defend their individual rights.



SETTING UP THE SECTION

Getting Started (Page 105)

- Invite students to skim and scan pages 105–109 and choose three to five issues they would like to investigate. Afterwards, they can go online to research information to help answer their questions.

EXPLORING THE SECTION

Examples of Citizens Exercising Their Rights (Pages 105–109)

- Teachers can select one of the activities below:
 - Pages 105–109 present four examples of situations where people have used the Charter to challenge government decisions that violated their individual rights. Students will analyze each of these examples to determine how they have affected law making in Canada.

- Have students write short summaries or create visuals explaining which example they feel most affects quality of life today. Extend the activity by having students present their research positions in a **panel debate** (see page 48 of this teaching resource).
- Alternatively, students can create lyrics, based on an example of their choice, reflecting how the individuals exercised their rights. Have them design a CD cover to accompany their song.

Exploring the Questions (Pages 105–109)

- Use an **Instructional Conversation** strategy (see page 44 of this teaching resource) to explore the Critical Thinking Challenge and blue questions. Afterwards, have students create a slide presentation or collage summarizing the key ideas in each example and how it relates to the section focus question, *“How does the Charter affect law making in Canada?”*



What other groups might be affected by this decision?

Breaking the Communication Barrier (Page 105)



In what ways did the Lord’s Day Act infringe on Canadians’ right to freedom of religion?



Do you agree with the Supreme Court decision? Why or why not?

Always Open: 24–7 (Page 106)

- When exploring this question with students, point out that the Big M Drug Mart deliberately broke the law in order to challenge it in the courts.

Restrictions on Flying (Page 107)



How do we decide if the needs of society should outweigh the rights of individuals? How does the Charter affect these decisions?

Banning Junk Food Ads (Page 109)



What possible problems arise from advertising to children? How effectively would the Charter protect children?

Spot and Respond to the Issue (Page 108)

- Begin by brainstorming what is meant by “the common good.” Ask students how this applies to governance and government decision making. Explain that the government makes decisions to benefit society as a whole. As a class or individually, have students analyze the political cartoon on page 108 and respond to the blue question.
- Extend the activity by having students research the Anti-Terrorism Act. Afterwards, they can make a list of other issues that arise from the act that affect individual rights and freedoms.

Connect to the Big Ideas (Page 109)

- Choose one or two of the Connect to the Big Ideas activities on page 109 to extend student learning.

LINKS@NELSON

Supreme Court Ruling
Big M Drug Mart



Examine the cartoon carefully. What do you believe the cartoonist thinks is more powerful: the Charter of Rights and Freedoms or the Anti-Terrorism Act?

LINKS@NELSON

Anti-Terrorism Act



LOOKING BACK ON THE SECTION

- Have students reflect on the questions they developed at the beginning of the section. They can research information online to answer any remaining questions.

Differentiating Instruction

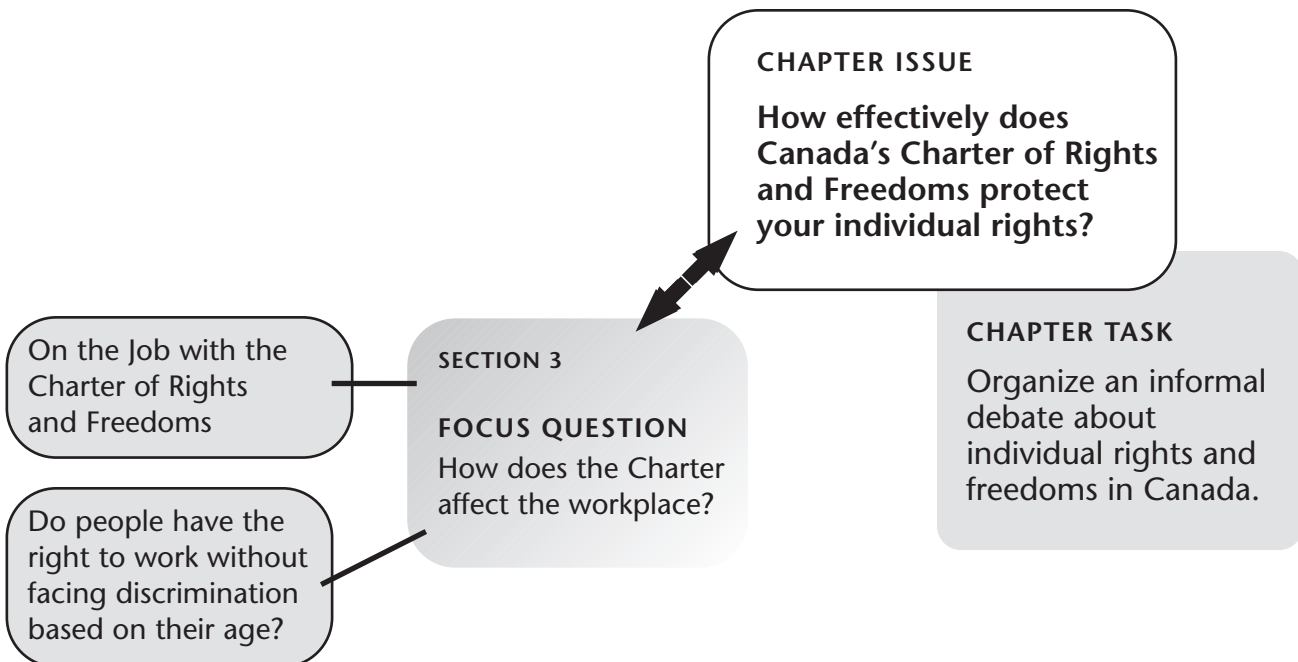
Consider these activities for students who require additional enrichment or may benefit from an alternative approach.

- Use a **Pass-Along Word Processing** strategy (see page 53 of this teaching resource) to encourage students to share ideas and reflections on the readings and activities in the section. Set up a folder on the school server where students can add their ideas. Afterwards, project the file onscreen and review it with the class.
- Students can do an online search of other cases where individuals have exercised their rights, and create a list of the links and topics. Other students can use these links to help develop an informed response to the chapter task.

SECTION 3—HOW DOES THE CHARTER AFFECT THE WORKPLACE?

SECTION OVERVIEW

In Section 3, students apply what they have learned about the Charter in Sections 1 and 2 by exploring how the Charter applies to the workplace.



SETTING UP THE SECTION

Getting Started (Page 112)

- Conduct an informal survey of students to find out who has a part-time job. Extend the discussion by having students access the Alberta Human Rights Commission to research the jobs that young people are legally allowed to hold in Alberta.

EXPLORING THE SECTION

On the Job with the Charter of Rights and Freedoms (Pages 113–114)

- Alone or in pairs, have students read page 113 and make a list of issues about gender equality in the workplace. Follow up by having students complete the first activity in Connect to the Big Ideas to examine Mary Kelly’s decision-making process. The information and ideas they gather can be applied to the chapter task.

Connecting with Citizenship, Identity and Quality of Life (Page 114)

- Have students extend their understanding of citizenship and identity by interviewing two or three other students and/or teachers using the Critical Thinking Challenge questions on page 114. Students can interview in person, using pencil and paper or video. They can compile the responses and report back to the class.

Do people have the right to work without facing discrimination based on their age? (Page 115)

- Using a comparison chart from page 45 of this teaching resource students compare the way the courts responded to the examples of Mary Kelly and Professor Dickason. Then, they can write a personal response to the blue question and share it with others.

Connect to the Big Ideas (Pages 114–115)

- Choose one or two of the Connect to the Big Ideas activities to help students extend and summarize the information in the section.

LOOKING BACK ON THE SECTION

- Either electronically or by drawing, students can create thumbnail sketches representing ways the Charter affects the workplace.

Differentiating Instruction

Consider these activities for students who require additional enrichment or may benefit from an alternative approach.

- Create an informational poster that communicates how the Charter prevents discrimination in the workplace.
- Create a database that identifies key unions and their goals and functions in Canada. Students can access this information for research required in Chapter 6.



What jobs are young people legally allowed to hold in Alberta?

LINKS@NELSON

Alberta Human Rights Commission



Citizenship is about building a society in which everyone belongs. How do individual rights connect to citizenship?



Why do you think decisions based on the Charter might vary from case to case? In your opinion, does this make the Charter more effective or less effective in protecting individual rights?

CHAPTER 3 REVIEW

Summarize the Big Ideas

- Alone or in pairs, have students analyze the big ideas of the chapter. Have students review their notes, skim and scan the text, and reread sections to summarize the chapter issue, the views and opinions on the issue stated in the chapter, and its relevance today. They can compile their responses using **Handout 3–11**.

What to Look For

- When reviewing Chapter 3, watch for students' knowledge and understanding about:
 - How the Charter protects the individual rights and freedoms of Canadians.
 - The Charter's effect on Canada's laws and law making.
 - How individuals can use the Charter to exercise their individual rights.

Chapter Review Activities (Page 117)

- The review activities provide differentiated options in order to meet the abilities and needs of individual students. Students do not need to complete every activity, as the outcomes are visited and revisited throughout the chapter. Assign one or more activity, or let students choose their own.

CHAPTER 3 VOCABULARY

constitution: a special set of laws that establish a framework of governance

labour union: an organization of workers that acts to protect workers' rights and interests